

Kingsway Primary Academy



PERSONAL DEVELOPMENT

Our Intended Curriculum

Personal Development Intended Curriculum - Context

Our personal development curriculum, is taught from EYFS to year 6, is a completion of 7 distinct elements;

Relationship Health Education and PSHE curriculum sit together and are delivered through our scheme **Jigsaw – A Mindful approach to PSHE**. The intended learning is captured within each key stage intent document. This is a summary of all the end goals that children are expected to know at the end of each key stage. MTP's have been produced for each key stage to synchronise all aspects of the curriculum that is to be taught. Lesson plans can be accessed from Jigsaws online portal. We do not teach sex education beyond that which is prescribed in the science curriculum, external body parts, puberty and animal and plant reproduction. Health and Physical Education is seen and taught in tandem as two parts of one whole, one that can enable the other.

Additionally our PSHE curriculum includes content on pupils wider safety, economic understanding and understanding of technologies and the media with content that focuses on our schools contextual issues; water safety and rail safety as the school is situated in close proximity to canal water ways, and is in close to rail way crossing, online gambling through gaming apps, county lines and gangs.

We recognise that citizenship, character development, British values, inclusion and equality of opportunity, spiritual, moral, social and culture knowledge and concepts overlap, compliment, serving to enhance each other area. They are taught specifically and also through other subject substantive knowledge content. To ensure that there is planned, cohesive curriculum, that is sequentially, building on prior learning, we have mapped the 7 key elements intended knowledge for each key stage. The Progression time lines chart the developmental stages of each element across each key stage. Our scheme Jigsaw covers the vast majority of knowledge for the 7 elements, where it does not address all statutory guidance and non-statutory guidance (citizenship) we have provided additional supplementary MPT's for those elements those elements. (Democracy, rule of law, economic Well-being). These MPT's will be mapped on the long term planning grid supplementing Jigsaw units of work. The Jigsaw provides a spiral progressive approach to a range of key concepts that children are repeatedly exposed to, overlearning and embedding knowledge, social norms within behaviour and personal values that will shape who they will become. To support mixed age planning, 6 topics will be completed within each Key Stage over 2 years recorded within Long term planning cycles. These topics will be taught simultaneously across each Key Stage in order that developmental and age appropriate content is accommodated.

Career information is not a requirement for primary age pupils, however in the light of the Northern powerhouse report that suggests aspirational awareness raising should begin as early as primary age pupils in order to break the cycle of 3rd generation benefit families and to support the development of new industries opposed to the more traditional roles that are slowly becoming extinct, we felt it was essential to respond to this in the light of the schools context. The school sits in a socially disadvantaged area with high levels of 3rd generation benefit supported families with pupils that follow parents into more traditional roles despite living in the heartland of logistics and trade. We have mapped to key stages career awareness raising concepts, which we have woven into our foundation subjects (links shown in subject intent documents)

Assessment for Personal Development follows the same format the school has adopted for foundation subjects. The vast majority of assessment is continuous and daily conducted through teacher assessment, questioning and retrieval strategies. This approach has a dual purpose to identify in the moment what children, know and can do and to aid the teacher in future planning, for embedding insecure knowledge or planning sequential next steps. Children are assessed against the unit of works end goals, ongoing and once the unit has been completed. An end of unit assessment is a reporting by exception document that captures only those children who have not achieved the end goal or are not yet secure. This then is used as an aid memoire for the class teacher to use for future planning or aid transition to the next key stage. Subject leaders will also access the assessment, as part of their monitoring sampling, in order to support children's progress and identification of additional resources or staff training.

Personal Development Curriculum Aims

1. Relationship Education

- Pupils to know what the indications are of a healthy and unhealthy relationship
- Pupils to be able to use information to have safe, fulfilling, respectful relationships
- Pupils to learn how to behave with courtesy and manners
- Children to understand the concept of respect, being kind and considerate and helpful
- To know about discriminatory behaviour
- To know about what to do if they are pressured and experience harassment
- To understand that families are important for love, care and security.
- To know that there are many different types of families and that they deserve respect and are valued equally under the law.

2. Sex Education - Taught in relation to science curriculum and puberty

- Children learn to understand how their bodies change over time, human body as it grows from birth to old age
- Children are able to use the correct vocabulary
- Children are able to use knowledge taught in the science curriculum, to know the external names of the body parts
- Know about the reproduction of plants and animals
- Children learn in a timely way about menstruation and puberty so that there is sufficient time for girls to prepare for it.

3. Health & Mental Health wellbeing

- Children are able to use their knowledge of the indicators for concern in respect of mental health wellbeing so that they are able to approach a trusted adult for help and advice.
- Children learn the knowledge and skills to manage own personal hygiene

Citizenship

- Children learn how to play a full and active part in society
- Children learn how to be respectful, responsible and active citizens who are able to play their part in becoming actively involved in public life as adults
- Children learn how to be more confident in all areas of their work and personal life.

Character Education

- Children learn how to be confident and resilient
- Children develop a sense of pride and belonging to their school community
- Children learn good behaviour and self-discipline
- Children learn how to be considerate, respectful and display good manners and courtesy
- Children learn specifically about the values; **Resilience, respect, honesty, humility**, amongst more general awareness of gratitude, organisation etc.
- Children learn that resilient knowledge is grounded in their own efforts and so they learn about failure as well as success.
- Children learn that repeated effort and great determination are needed to help achieve goals.
- Children are taught that never giving up is a flawed strategy and that challenge can sometimes be overwhelming, and how to seek help.

PSHE Wider Areas

1. Wider Safety Aims

- Children learn about wider safety on common risks for them; road, water, flood, fire/ fireworks/ electricity, trains, keeping safe in unfamiliar places, getting lost, medical and drug safety and emergency situations.
- Children have the knowledge to keep safe outside of school; Bespoke school contexts themes; Gangs and county lines

2. Economic Well- Being

- Children learn age appropriate knowledge about financial matters.
- Children apply knowledge to tier lives; they learn to save money, look after it and spend wisely.

3. Media & Technologies

- Children learn about media and digital technologies and that not all information online is true.
- They learn how data and information is shared and used, risks of sharing text, information and images.
- Children learn how to access reliable forms of information online
- They learn not to share information with someone they do not know personally
- They will learn how to seek help from adults if they receive a message that worries them.

SMSC

Spiritual

- Children learn about what is spirituality and the component parts that make it up.
- Children develop spiritual knowledge of difference with people, faiths, values, the natural world, human achievement, the arts.
- Children will learn how to reflect on their own beliefs and actions and to treat faiths, people, values with respect and tolerance.

Moral

- Children learn overtime be ability to judge right from wrong and how this is reflected in their lives, so they can act in a morally virtuous way.
- Children learn to understand and appreciate the views of others.
- Children learn to understand consequences of their own and others actions
- Children are able to learn how to articulate moral dilemmas

Social

- Children learn to communicate and co-operate with confidence with a wide variety of people in different roles.
- Children learn to interact with increasing confidence outside their own religious, ethnic and social groups
- Children learn HOW to participate, co-operate, volunteer and resolve conflicts independently with appropriate self -regulation with others.

Cultural

- Children learn about a wide variety of cultural issues that have shaped the heritage of the UK
- Children learn how to recognise common aspects, shared across cultural , religious, ethnic, and socio- economic communities
- Children are to gain knowledge of British parliamentary democracy and to impact in shaping our history and values.

British Values

- Children will learn to know what are the 4 British Values; Democracy, The rule of Law, Mutual Respect, Tolerance & Diversity and Individual Liberty
- Children will be able to explain them in an age appropriate way
- Children will learn that each value although not unique to Britain are far from universal in the world and that many countries do not have one or more
- Children learn to understand that these values are precious and what it might be like to live in a country where specific value may not exist.
- Children learn about respect, kindness and why rules are important

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Personal Development

Pupils receive a programme that gives them the knowledge they need to make decisions, strengthens them personally, and contributes to building their character.

RSHE

Relationships: Children learn the concept of family; who is in their family and some families are different; grandparents single parents same sex families.

Caring: Children learn the concept of a friend. How people choose friends. How friends make you feel.

Respectful: Children learn about difference with a focus on physical differences. They learn about kindness, what it is .They learn that differences is and must be treated with kindness. Learn about turn taking and sharing and the difference between them.

Safe: Learn about what a secret is; what being safe and unsafe is, safe and unsafe secrets. Who helps you; your family. Their body belongs to them ok and not ok touch; places on body. Give vocabulary to express like or dislike.

Health: Children learn about people who help them with their health; Doctor, GP, Nurses, dentist, etc. Learn what a healthy snack is.

Mental Health: Children learn about feelings; happy, sad, fear, anger. What does healthy mean and unhealthy linking this to mental well-being. Learning to take care of how you feel. What is a friend what kindness is? Learn turn taking and sharing and difference.

Drugs/Medication: Children learn about staying safe in the sun; about sleeping keeps them healthy; personal hygiene and dental hygiene and the importance of handwashing

Online Safety: Children learn about how to know when a thing is real or not. When something or person is made up or created and does not exist. That can pretend to be something, such as dressing up. We see this on TV in films and online games with made up characters.

PSHE**Wider Safety**

Children learn basic principles of sun, water, fire, road and railway safety, handling equipment safety; when playing outside were a hat, sun cream and sit in the shade. Water play rules, equipment rules, scissors, knives. Forest school safety plants rules, chopping, fire pit, matches, safe distance, never play on railway lines

Economic Wellbeing

Children learn of the concept of money and what it is used for; to buy things, they learn what it looks like and different coins notes have different values.

Digital Media

Children learn there is an internet and how it can be helpful; See things watch things, find out information .Introduce Digital media and technology

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| <p>Changing Adolescent Body - Sex education: Children learn about their external body parts and the names, they are aware that a male and female, boy and a girl have physically. Different outer body parts. Learn as they grow older they change, know that we grow from baby to adult, and know who to talk to if they are feeling worried.</p> | |
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| <p>Citizenship</p> <p>Recognising difference, right and wrong</p> <p>Children learn simple differences between rights and wrong, about what is fair and unfair, what they like they dislike</p> <p>Taking part in talk</p> <p>Children learn about sharing and turn taking. They are learning to recognise they need to listen and watch for their turn. They learn about the verbal and non-verbal clues for sharing</p> <p>Belonging to different groups</p> <p>Learn what belonging to a family means. They learn what it is like and can talk simply about being part of a group. They can talk about the rules of the group and what they do in the group (responsibility)</p> | <p>Development of Character</p> <p>Honesty</p> <p>Learning about what truth means, of facts, my hair is brown, yours is blond, big, small etc. Using simple language and examples what is and is not true.</p> <p>Humility</p> <p>Learn to think of others, by turn taking and sharing. They learn to be helpful by tidying up.</p> <p>Resilience</p> <p>Learn to think that they can achieve an action rather than they can't. They learn that finding something difficult is ok and apart of learning.</p> <p>Responsibility</p> <p>Learning about personal responsibility for themselves and their things; hanging up coats, personal hygiene simple one step tidying away in classroom.</p> | <p>British Values</p> <p>Democracy</p> <p>Learn about having a voice and making it fair. Learn how own behaviour can impact on others and being sensitive to it. Learning to understand that there are many differences and similarities between people.</p> <p>Rule of law</p> <p>Children learn about being kind / unkind fair and not fair through sharing and turn taking right and wrong. Learn who helps us, family, them in school teachers, and other people who help us in the wider world, doctor's nurses.</p> <p>Mutual respect</p> <p>Children begin to learn about their personal space and boundaries physical and emotional Learn that everyone has the right to be safe and have kind words. Learn that they should turn take and share and that it is fair to do so. That we</p> |
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| | | <p>are all different and we need to be kind about those differences.</p> <p>Individual Liberty</p> <p>Children begin to learn about what their own needs are and how they feel and can express them in simple terms. I feel sad happy, etc</p> |
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| <p>Spiritual</p> <p>Spiritual Instruction: Learn through family the bonds of, love, trust and affection. They learn through stories that focus on, kind words and acceptance. They learn about people who they love and care for them and how they show that. Learn about feelings, what they are, are called and beginnings of how to handle them. Feelings of trust helps and supports the sense that life has meaning and that the good you do in the world matters. Through forest school they learn love of nature, miracle of life wonder and beauty of the earth.</p> <p>Religious Instruction: Bible stories talk about a higher being; God ,who shares love and concern; story of Moses in the Bulrushes, Jesus making breakfast for his disciple, Miracles.</p> | <p>Moral</p> <p>Learn a sense of other .They learn to share their world, others have rights and needs. There are rules to follow and live by. There are consequences to their actions. They learn obedience to follow the rules or there will be a consequence. They learn to understand the concepts of the wrong from getting a consequence.</p> | <p>Social</p> <p>Learn to turn take and share. They learn how to be more cooperative and be friendly through play. They learn what a friend is and how to make one. They are beginning to understand the difference of doing things "on purpose" and "by accident". They are gaining a sense of their ethnic identity and the way their social group is perceived in society. Beginning to see themselves as a member of a group.</p> | <p>Cultural</p> <p>Learn through their natural curiosity about racial, physical and cultural characteristics. They learn about physical characteristics of self and others, skin colour, hair. Cultural characteristics that are observable, language, dress. Learn that people who look and act differently are a part of the same group.</p> |
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Wider Curriculum - See EYFS Personal Development Wider Curriculum Strategy

Careers - Pupils will learn about jobs that help them and other people. For example, police, NHS, Fire, mechanic, teacher.

KS1

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| <p>RSHE</p> <p>Family: Learn more about friendships and what family means; a place where you are secure and loved; Learn about treating people with kindness</p> <p>Caring: Learn about the characteristics of friendship; respect, truthfulness, trustworthy, loyal, kindness, generosity, sharing, shared interests.</p> <p>Respectful: Learn about courtesy and manners and how to use them in their relationships with others. Learn about what respect means and how to show that in friendships and towards adults. Being kind and making others feel welcome. Learn about feeling left out or on your own and how it makes you feel. Introduce the word isolated.</p> <p>Safe: Learn about different types of secrets and different contexts of a secret. Learn when it's ok to keep a secret and when it is not. Who beyond your family helps you? Learn about what advice is and who you would go to for it. Body belongs to you; discussing and naming parts of the body its' ok to touch and not ok to touch.</p> <p>Health: Learn about physical health, what a healthy life style looks like, about healthy food choices and who to talk to if they are worried about their health. Children learn how to make a clear and efficient call to the emergency services.</p> | <p>PSHE</p> <p>Wider Safety</p> <p>Children learn Sun Safety, skin protection, water, hydration, wearing protective clothing; fire safety; use of matches, open fires, gas fires/ stoves, fireworks rules. Stranger danger, do not go with unfamiliar adults, if lost stay where you are don't go with strangers, speak to an adult recognised in a role policeman, shop worker. Mental health is as important as physical health, to look after their personal hygiene including teeth. Learn about healthy relationships and that every part of their body is important and what parts are private.</p> <p>Economic Wellbeing</p> <p>Children learn about that money comes from different sources and can be used for different purposes; how money is obtained (presents, won, earned, and borrowed). They learn to make choices about money; to keep it safe to look after it. They learn about their needs and wants. Money and different jobs. They learn of money and non -money benefits.</p> <p>Digital Media</p> <p>Children learn what digital media and most popular forms that are within their own experiences; Software, Video games, websites, social media , online advertising , blogs, emails ; Learn what the uses are for and how they</p> |
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| <p>Mental Health: Children learn it's important to look after own mental health as it is Physical health. Mental wellbeing is a part of normal daily life. They learn about more complex feelings , how its important of look after how you feel linking this to being healthy.; What do these words mean ; Emotion , frustration , nervous , anxious and that it is normal to feel this range of emotion . Children begin to articulate how they feel in simple sentence.</p> <p>Drugs/Medication: Learn about sun risks to skin that could result in cancer. The importance of good quality sleep for their health and wellbeing and how poor sleep can affect your mood and ability to learn. Drugs that can help us and how to use them safely.</p> <p>Online Safety: Children learn the meaning of being online on the internet. They learn that people can behave differently online, including by pretending to be someone they are not. Explore social media games and friends met within games, linked to current popular games online. They learn friends on line must be someone they know exists in real life and they know them in real life. They learn about online rules. No sharing of personal details including pictures. What to do if they don't feel safe on line.</p> <p>Changing Adolescent Body - Sex Education: Learn that as they grow older they change physically. Know that animals and humans have a life cycle. Know the stages of that change from a baby to, toddler, child, teenager adult, old age person. Explore the chronology of these changes. Know that these changes are more significant at times physically. These change times have names and happen when you are of a certain age; introduce the word puberty, adolescence and menopause. Talk about when you stop growing. Know that people grow up at different rates and that is normal, Know the names of male and female private body parts, Know that there are correct names for private body parts and nicknames, and when to use them, Know which parts of the body are private and that they belong to that person and</p> | <p>have experienced them; communication, sharing information, leisure activity, selling in , influencing.</p> |
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| that nobody has the right to hurt these, Know who to ask for help if they are worried or frightened. | |
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| <p>Citizenship</p> <p>Recognising choice</p> <p>Children learn and explore the sense of being fair and unfair in increasing sophisticated scenarios. Within this context they learn to recognise their feelings and can articulate them. They learn about the right way and the wrong way to do things. They learn to articulate what things are important to them.</p> <p>Taking part in conversations</p> <p>Children learn active listening, they are learning to refine when they can talk and when they must listen. They are learning about the rules of having and holding a conversation. They are learning about the 4 parts of a conversation. Small talk (pleasantries), fact/disclosure, giving a view point, talking about personal feelings .They are refining the vocabulary of turn taking.</p> <p>Belonging to different groups</p> <p>Learn about the word team and what it means to be in a team. Learn about belonging to a class and a school. They learn about being a part of other groups; football, friendship faith etc. They learn to participate in group activities understanding their roles and responsibilities.</p> | <p>Development of Character</p> <p>Honesty</p> <p>Learn about truthful and untruthful and equate that to honest and dishonest and how that makes them feel. They learn about peoples reasons for not being truthful; to escape punishment, to get what they want, afraid of letting you down, to make friends by impressing them.</p> <p>Humility</p> <p>Learn the word Humility and its meaning. They learn about being humble and explore age appropriate examples of this in their everyday lives. They learn that asking for help, seeking feedback helps them to think about their actions, work and behaviour to help them improve. They learn that everyone needs help and it's a good thing to ask for help. They enact helpful jobs within and outside the classroom</p> <p>Resilience</p> <p>Learn about positive self-talk. They learn about the word confidence and what it is and looks like in their everyday behaviours. They learn they belong to a class community and understand the rules and can confidently apply them. They learn about what positive contributions are to their learning and in class conversations and what they say and do is valued by the class teacher and class</p> | <p>British Values</p> <p>Democracy</p> <p>Learn to express and justify their opinion. Becoming aware of theirs and others viewpoints. Understand the importance of team work. Make choices and begin to understand respect, fair / unfair/ right/ wrong/ truth/ honesty. Learn that their behaviour can affect others. Building on the need to be kind.</p> <p>Rule of law</p> <p>Learn about what a rule is, why we have them, how they help everyone, describe different types of rules, what happens when rules are broken, what are the different consequences, fair or unfair. What are the advantages and disadvantages of rules? Introduce everyone in the school community has rights and responsibilities to adhere to the rules.</p> <p>Mutual respect</p> <p>Learn that there are similarities and differences between people; those that can be seen and those that can't. Appearance, gender, faith, cultural, viewpoints, opinions etc. They learn that we have things are common across our differences, but we are also unique and that is to be respected.</p> <p>Individual Liberty</p> |
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| | <p>mates. They learn that positive comments are and that the help build their and others confidence. Treat your- self with kindness and remember all of your positive strengths. They learn how negative comments undermines their and others confidence.</p> <p>Responsibility</p> <p>Children learn about their responsibilities and rules to themselves, to learn, to keep safe, have safe behaviour , no running in classrooms corridor walking, safe handling of equipment etc; within the classroom, relationships with family and friends ; to be helpful and kind , sharing job responsibilities in school and a home. Learning to be responsible for classroom roles and school council .Learning to be punctual.</p> | <p>Learn how to talk about their needs and more complex feelings articulating them using more sophisticated vocabulary; I feel frustrated, nervous. They learn to apply respect/ kindness/ fair and unfair. They learn how to make good choices and decisions. Introduced to the word rights and children’s rights Unicef.</p> |
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| <p>Spiritual</p> <p>Spiritual Instruction; Learn about more complex feelings in particular empathy; what it is and how to display it. Feelings of trust helps and supports the sense that life has meaning and that the good you do in the world matters .They learn that there is always something each one of us can do to make things better. They are learning to refine their own sense of right and wrong, their inner</p> | <p>Moral</p> <p>Learn to internalise adult values; honesty, respect, co-operation. They learn what’s important to adults is important to them. The child learns to internalise these norms and they govern the child’s inner person. They learn the concept of rules, how what they do affects other people and that others have rights, viewpoints to. They begin to learn about how to be considerate. They become secure in</p> | <p>Social</p> <p>They are learning to play with more than one person and within a group. Children learn to form attachments to friends beyond their family. They are learning about self and their identity. They are learning more social awareness; ability to grasp and conform to rules and customs of the school and society.</p> | <p>Cultural</p> <p>Learn about the word culture and what it means. Know that there are lots of parts to culture .They learn that culture is the way we live, food, clothing, language and celebrating are all apart of culture. Children learn to have a sense of pride about their own cultural identity through airing accurate knowledge about this, inclusive of British culture. They learn we are all unique and this helps</p> |
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| <p>compass of what is right and in so doing are more likely to stand up for it. They are learning to develop the sense of being a part of something bigger than themselves and that they might not know all the answers to everything. They are learning that things happen for a reason even if they can't see that reason.</p> <p>Religious Instruction; Bible stories focusing on feelings, emotion, reactions and decisions. The emphasis is on consequences experienced. "Story of Naaman"- in which the freedom to make good and bad decisions are discussed, obedience and disobedience</p> | <p>their role and the adults role of being in charge. They are now secure in consequences of when and then and are articulating it as right and wrong.</p> | | <p>to make the world a better place. Learn about bias in relation to race and cultural difference linking it to being fair and unfair, using kind words.</p> |
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Wider Curriculum – See KS1 Personal Development Wider Curriculum Strategy

Careers - Types of employees: Full-Time Employees, Part-Time Employees, Seasonal Employees, Temporary Employees, Including the types of jobs these may include.

THE JIGSAW SCHEME - KS1 YEAR A

| Being Me (in My world) | Celebrating Difference | Dreams and Goals |
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| <p>Unit 1(Age5-6) : Knowledge; Know rights and responsibilities of as a member of the class, that their views are important , that their choices have consequences</p> <p>Social Emotional Skills; Know that they are special ,they are safe in their class, how to identify helpful behaviours to make the class a safe place , what it’s like to feel proud of an achievement ,recognise feelings associated with positive and negative consequences, know they have choices.</p> <p>Unit 2(Age 6-7): Knowledge; Know hopes and fears for the year ahead, know the rights and responsibilities of class members, Know that it is important to listen to other people, know that their own views are valuable, Know about rewards and consequences and that these stem from choices, Know that positive choices impact positively on self-learning and the learning of others.</p> <p>Social Emotional Skills; Know their feelings and know when and where to get help, Know how to make their class a safe and fair place, Know how to show good listening skills , Know the feeling of being worried ,Know how to work cooperatively</p> | <p>Unit 1(Age5-6): Knowledge: know that people have differences and similarities , know what bullying means , Know who to tell if they or someone else is being bullied or is feeling unhappy, know skills to make friendships .Know that people are unique and that it is OK to be different</p> <p>Social Emotional Skills; Know similarities and differences to friends, what is bullying and what isn’t, how being bullied might feel, ways to help a person who is being bullied , Know emotions associated with making a new friend, know how to verbalise some of the attributes that make them unique and special.</p> <p>Unit 2(Age 6-7) Knowledge; Know there are stereotypes about boys and girls, Know that it is OK not to conform to gender stereotypes, Know it is good to be yourself, Know that sometimes people get bullied because of difference, Know the difference between right and wrong and the role that choice has to play in this, Know that friends can be different and still be friends, Know where to get help if being bullied and the difference between a one-off incident and bullying.</p> <p>Social Emotional Skills; Know boys and girls are similar and different in lots of ways and that is OK, now how to stand up for themselves , Know not to judge people because they are different , Know that differences make them unique.</p> | <p>Unit 1(Age5-6): Knowledge ; Know how to set & achieve simple goals, how to work with a partner, that a challenge can stretch their learning ,Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</p> <p>Social Emotional Skills; • Know things that they do well, know how they learn best and celebrate an achievement with a friend, know their own feelings when faced with a challenge, know how they feel when faced and overcome an obstacle .</p> <p>Unit 2(Age 6-7): Knowledge; Know how to choose a realistic goal how to achieve it , that it is important to persevere, how to recognise working together well looks like, Know how to share success with other people.</p> <p>Social Emotional Skills; Know how to describe their own achievements and the feelings linked to this, know their own strengths as a learner, know how working with others can be helpful, Know how to work effectively with a partner, Know how to choose a partner with whom they work well ,know how to work as part of a group, Know how it feels to be part of a group that succeeds and store this feeling.</p> |

THE JIGSAW SCHEME - KS1 YEAR B

| Healthy Me | Relationships | Changing Me |
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| <p>Unit 1(Age5-6): Knowledge ; know the difference between being healthy /unhealthy and make healthy lifestyle choices, to keep clean and healthy, germs cause disease / illness, household products, including medicines, can be harmful if not used properly, medicines can help them if they feel poorly, how to keep safe when crossing the road, Know about people who can keep them safe</p> <p>Social Emotional Skills Unit 2(Age 6-7); Feel good when they make healthy choices, they are special, keep themselves safe and ways to look after themselves if poorly, when frightened ask for help.</p> <p>Knowledge ;Know what their body needs to stay healthy, what makes them feel relaxed / stressed ,Know how medicines work in their bodies and use safely, how to make healthy snacks, which foods given their bodies energy</p> <p>Social Emotional Skills: make healthy lifestyle choices, feel positive about caring for their bodies and keeping it healthy, have a healthy relationship with food.</p> | <p>Unit 1(Age5-6): Knowledge ; Know families are different with different types, they are founded on belonging, love, trust and care, how to make a friend, the characteristics of healthy and safe friends , physical contact can be used as a greeting, who to ask for help from in the school community.</p> <p>Social Emotional Skills ; Know how it feels to be part of a family and to care for family, know what a good friend means and show skills of friendship, say forms of physical contact they prefer and no to a touch they don't like , praise themselves and others personal qualities.</p> <p>Unit 2(Age 6-7): Knowledge ; Know families are different, families function well when there is trust, respect, care, love and co-operation, there are lots of forms of physical contact within a family, how to stay stop if someone is hurting them, friendships have ups and downs and change with time, use the Mending Friendships /Solve-it-together problem-solving methods, Know there are good secrets/worry secrets and it's important to share worry secrets</p> <p>Social Emotional Skills Know the different roles and responsibilities in their family and the value of families, know about the types of physical contact that is acceptable or unacceptable, can give and receive compliments, Know who they would go to for help if they were worried or scared.</p> | <p>Unit 1(Age5-6): Knowledge ; Know animals and humans have a life cycle, changes happen at different rates as we grow this is normal, correct names of male/ female private body parts, that they belong to that person and that nobody has the right to hurt these, who to ask for help if they are worried or frightened .</p> <p>Social Emotional Skills; accept that change is a natural part of getting older, things that change and stay the same.</p> <p>Unit 2(Age 6-7): Knowledge; Know life cycles exist, and aging is natural, some changes are not in are control, physical differences male /female bodies, the correct names for private body parts, no one has the right to hurt these, different types of touch and that some are acceptable and some are not.</p> <p>Social Emotional Skills; changes will happen and that some can be controlled and others not, express how they feel , recognise they have more independence and responsibilities than before, what types of touch they find comfortable/ uncomfortable , confidently ask someone to stop if they are being hurt or frightened .</p> |

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| <p>RSHE</p> <p>Family: Learn about different types of families including same sex families.</p> <p>Caring: Learn about having a healthy relationship; welcoming. They learn about characteristics of unhealthy relationships; controlling. They learn about having difficulties in relationships and show to work through them.</p> <p>Respectful: Learn about respecting known and unfamiliar adults within school and the wider world. Learn that how you behave or treat another person will be mirror back to you. Learn what bullying is opposed to falling out with friends. Learn about different types of bullying including online and how to seek help.</p> <p>Safe: Learn what privacy means for an adult and for a child. Learn with age appropriate examples positive secrets negative secrets. Learn about boundaries what it means with friendships and how to respect yours and other peoples. My body belongs to me; learn safe and unsafe touch and other physical contact</p> <p>Health: Learn about an active life style and the benefits. Learn that staying active each day with regular exercise routine they will achieve a healthy life. Learn what a healthy diet is and the nutritional value of food; carbohydrates, fats, proteins, etc. Healthy diet is explored.</p> <p>Mental Health: Children learn about what is meant by mental health and wellbeing. Explore what can help their mental health; healthy life style, food choices exercise. They learn how to get better at recognising their and others emotions and triggers and consequences. They learn the appropriateness of what they are feeling and is it proportionate. They learn how bullying can</p> | <p>PSHE</p> <p>Wider Safety</p> <p>Children learn about water safety for open water canals, reservoirs. Cold water shock, hidden dangers under water, what to do if fallen in. Flood risks, living with water. Learn about rail safety and the dangers of unmarked crossing and playing near railway lines. Learn about road safety, playing near roads motorways, crossing safely roads. Electricity safety rules; dangers of metal implements in toasters, fingers in plug socket.</p> <p>Economic Well being</p> <p>Children learn about the role money plays in their lives. The impact of money on their family and on the environment. Of theft and the loss of money, about keeping it safe. Learn about how banks works.</p> <p>Digital Media</p> <p>Children explore common digital media e.gs Social media platforms, mobile media applications, electronic mail, and blogs; Learn to appreciate that not all information on line is true.</p> |
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have a lasting and often negative impact on mental health. Explore feelings of isolation and loneliness and why it's important to talk about it.

Drugs/Medication: Learn about what a virus is and the importance of hand washing. Learn about personal hygiene what that is now that their bodies are maturing. They learn about legal drugs that can help us and some drugs are illegal and don't. Learn about safety around medication

Online Safety: Learn that the same principles apply to online friendships as face to face including respect for others even when we are anonymous. Learn about risks on line and how to recognise and how to report them. Learn what harmful content is and what to do when you come across it. Learn how information can be helpful but also how online information can be fake, misleading or wrong and can impact on your mental health. Learn about age restrictions of social media/ games exploring gaming risks and hazards

Changing Adolescent Body-Sex Education: Children learn about reproduction in plants and animals and that humans have a reproduction cycle to. Learn that change happens between conception and growing up and this is part of the human life cycle. That the female usually carries the baby. That in humans a baby is carried in the mother's Womb (uterus). They learn the names of the body parts, internal and external parts that are used to make a baby. That babies are made when a sperm and ovum join. Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm, Know how the female and male body change at puberty. Know that personal hygiene is important during puberty and as an adult, Know that change is a normal part of life and that some cannot be controlled and have to be accepted, know that change can bring about a range of different emotions.

Citizenship

Development of character

British Values

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| <p>Recognising Choice , right and wrong</p> <p>Linking fairness with feelings, learn to recognise and apply strategies when considering unfairness, calm down, and seek help and advice. Learn about fairness through the concept of just and unjust, seeking justice and what that means, linking it to law, laws within the UK, comparing it to laws outside of the UK in other countries. Looking at what is unique to Britain and what is not. Learn that it is not always easy to decide on what is right and what is wrong</p> <p>Taking part in discussion</p> <p>Learn about what a discussion is and the rules for a discussion. Agreeing the ground rules for talk; when talking together, relevant information should be shared, assertion of opinion backed up with reason, suggestions can be challenged and discussed, all opinions are valued, alternative opinions can be considered before a decision, everyone in the group should be encouraged to speak, group should try to reach an agreement, group accepts collective responsibility, they are developing discussion language; now, first, second, therefore etc</p> <p>Belonging to different groups</p> <p>Learn about what a community is. What it means to be a part of a community. They explore</p> | <p>Honesty</p> <p>Learn that lying is purposeful and deliberate. That lying will damage relationships and that they will be liked for who they are. They learn about rights to privacy and a responsibility of that is being truthful.</p> <p>Humility</p> <p>Learn that Humility is a strength and a positive trait to have. They learn about their own strengths, that they define who they are and what others see. They learn to recognise that their own strengths are different and yet equal to others .They learn about being self-aware and what that means to their feelings and their behaviours on themselves and others. They learn turn taking that not always wanting to be first is positive and this supports team and group work. They learn to share the limelight with others and to celebrate others success. They learn to be humble you need to develop self- awareness, you are aware of your imperfections but still think well of yourself.</p> <p>Resilience</p> <p>Learn about failure and adversity, overcoming challenges and not giving up. They also learn to value what they are good at and recognise what they are not yet good at and strategies they will use to improve. They learn that to improve it will take time and this could be over a long time and they must still try. They also learn to be realistic</p> | <p>Democracy</p> <p>Learn the term democracy and why it is important, in the ways people can participate in a democratic life. Learn about the role of the Prime Minister, members of parliament and political parties and how a general election works. Learn about the functions of central and local government and the difference between MP's and Councillors. Explore the Job of parliament / taking a look at the role of the House of Commons and the Lords. Learn about issues faced by people and learn who is best placed to help them.</p> <p>Rule of law</p> <p>What is the difference between a rule and a law What the rule of law means and why it is important .Who has the power to make and change laws. How much they can participate in democracy law making.</p> <p>Mutual respect</p> <p>Learn what being a part of a group and a community, how to welcome people into that group and be welcoming. Learn about the diverse differences and in common of people in Britain. Faith based, culturally and ethnicity, disabilities, different nationalities.</p> <p>Individual Liberty</p> <p>Learn about that Uk allows people to live in freedom with individual liberty. They learn that</p> |
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| <p>different types of communities; faith, sporting, voluntary work, charity work, local communities.</p> | <p>about challenges when the odds can be overwhelming.</p> <p>Responsibility</p> <p>Learning about taking responsibility for their own action. When things have not gone well accepting their responsibility. They are learning to be organised to make choices and not procrastinate. They are learning to self-regulate their feelings. Learning to respect their and others right for a clean environment and the space that you and others inhabit. Learning more confidence in wider roles within and outside the classroom.</p> | <p>some countries do not allow one or all of the British values. They learn that individual's liberty needs to be within the boundaries of rules.</p> |
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| <p>Spiritual</p> <p>Spiritual Instruction; Learn about social and emotional aspects of spirituality. They learn about autonomy of thought; from knowing their own thoughts and feelings begins an understanding for them to know about thoughts and feelings of others. They learn through family and class mates relationships how others are to be treated, the rule of self and ones will, the value of one's contributions, efforts and cooperation and interpersonal interactions. They learn about</p> | <p>Moral</p> <p>Children continue to internalise adult values; gratitude, empathy and equality. They learn that adults are not infallible. That adults in charge don't know it all. They learn authority is necessary for social living. They develop a strong sense of what should and should not be done, fairness and understand the necessity of rules and want to participate in making the rules. They learn that they have opinions too and sort out which values profit them the most "What's in it for me at</p> | <p>Social</p> <p>Learning more about social skills of getting on with a large group of people. They are beginning to learn empathy with their friend to develop lasting friendships and manage peer pressure and to accept criticism. They are learning good manners and how to negotiate. They are learning how to lead and how to follow, how to express their needs clearly and respectfully.</p> | <p>Cultural</p> <p>Learn to understand that culture can tell us about a person or a group's heritage as well as allow people to identify with others who have the same traditions and beliefs and that these can be passed down from generation to generation. They learn with more in-depth exploration of culture through themes food, dress, language festivals and customs, through comparative cultures of these themes with Britain . They learn to appreciate their own and others cultural groups through the</p> |
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| <p>gratitude the appreciation of everyday things, spontaneity of life. They learn about the power of quiet time. The absence of noise, sitting in quiet thought helps them appreciate and think about what matters and reminds them they are a part of something bigger.</p> <p>Religious Instruction; Bible stories that focus on helping children form a picture of God in the child’s mind; Loving, caring, demanding, unpredictable, forgiving.</p> | <p>this stage “ .They are learning about equality and negotiation “ if you do this for me I will do this for you”</p> | | <p>acquisition of accurate Knowledge. They learn to know who they are “unique me “</p> |
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Wider Curriculum - See LKS2 Personal Development Wider Curriculum Strategy

Careers - Pupils will cover gender assumptions, expectations and stereotypes in jobs in the UK and across the continents. Pupils will learn about different factors and lineages of gender stereotyping. Pupils will cover work life behaviours and resilience and character. Labour market information describes the condition of the labour market, past and present, as well as future projections. Learn where work opportunities are increasing or decreasing, what occupations exist, what pupils need to study to become a professional in that occupation, what is required to take up an occupation, how one can find a job, change job or progress in a career.

THE JIGSAW SCHEME - LKS2 YEAR A

| Being Me in My world | Celebrating Difference | Dreams and Goals |
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| <p>Unit 1: (Age7-8): Knowledge know that they are important , what a personal goal is and a challenge , why rules are needed and how these relate to choices and consequences, that actions can affect others’ feelings, that others may hold different views , that the school has a shared set of values.</p> <p>Social Emotional Skills Know self-worth personal strengths, feelings of happiness, sadness, worry and fear in themselves and others, make other people feel valued, develop compassion and empathy for others, be able to work collaboratively.</p> <p>Unit 2: (Age8-9): Knowledge , how their attitudes and actions make a difference to a class, the different roles in the school community, their place in the school community, know what democracy is and benefits, how groups work together to reach a consensus.</p> <p>Social Emotional Skills; feelings associated with being included or excluded, make others feel valued and included, to take on a role in a group discussion / task and contribute to the overall outcome, the feelings of being motivated or unmotivated, to help friends make positive choices, know how to regulate my emotions.</p> | <p>Unit 1: (Age7-8): Knowledge Families are important that everybody’s family is different, sometimes family members don’t get along , conflict is a normal part of relationships, as a witness to bullying they can make the situation worse or better by what they do, words can be used in hurtful ways and this can have consequences.</p> <p>Social Emotional Skills; appreciation for families, parents and carers , Use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family, empathy towards bullied and to support , to recognise, accept and give compliments .</p> <p>Unit 2: (Age8-9): Knowledge ; assumptions about a person because of the way they look or act, influences that can affect how we judge a person or situation, some forms of bullying are harder to identify, what to do if bullying is or might be taking place, the reasons why witnesses sometimes join in with bullying and don’t tell anyone.</p> <p>Social Emotional Skills; accept people for who they are, influences that have made them think or feel positively or negatively about a situation, feelings that a bystander might feel in a bullying situation and why a bystander might join in, their own uniqueness, be comfortable with the way they look, Identify when a first impression they had was right or wrong, be non-judgemental about others who are different.</p> | <p>Unit 1: (Age7-8): Knowledge ; people who face challenges and become successful, their dreams /ambitions and how to overcome challenges, their responsibility for learning to know strengths, how an obstacle can hinder achievement and what to do, to evaluate their learning and how it can be better.</p> <p>Social Emotional Skills; people’s achievements in overcoming difficulties, how people can help them to achieve their goals, manage feelings of frustration linked to facing obstacles, share success with others, store feelings of success in their treasure chest.</p> <p>Unit 2: (Age8-9): Knowledge; that hopes and dreams don’t always come true, reflection on positive/happy experiences to help to counteract disappointment, how to set new goals even if they have been disappointed, work out the steps they need to take to achieve a goal , how to work and share in the success of a group.</p> <p>Social Emotional Skills; talk about hopes/dreams and feelings associated, identify the feeling of disappointment, to cope and help others, an identify what resilience have a positive attitude, enjoy being part of a group challenge to share their success with others, to store feelings of success (in their internal treasure chest) to be used at another time.</p> |

THE JIGSAW SCHEME - LKS2 YEAR B

| Healthy Me | Relationships | Changing Me |
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| <p>Unit 1(Age7-8): Knowledge; know how exercise affects their bodies, why their hearts and lungs are such important organs, that the amount of calories, fat and sugar that they put into their bodies will affect their health, there are different types of drugs, that things, places and people can be dangerous, strategies to keep themselves safe, something feels safe/unsafe, their bodies are complex and need taking care of.</p> <p>Social Emotional Skills; set a fitness challenge , feelings towards healthy choice and drugs, express how being anxious or scared feels , take responsibility for keeping themselves and others safe .</p> <p>Unit 2: (Age8-9): Knowledge; Know how friendship groups are formed and how they fit in, that there are leaders /followers in groups, they can take on different roles according to the situation, smoking, its effects on health why people start, alcohol and its effects on health the liver and why people drink, ways to resist when people are putting pressure on them.</p> <p>Social Emotional Skills; Know feelings towards friends friendship groups, how they interact, negative feelings of peer pressure anxiety and fear, how to resist and be assertive.</p> | <p>Unit 1(Age7-8): Knowledge; Different family members have roles and responsibilities within the family, gender stereotypes can be unfair e.g. Mum carer, Dad to work etc, skills of friendship, e.g. taking turns, being a good listener , strategies for keeping themselves safe online, actions and work of people around the world help and influence my life, all children have rights (UNCRC) .</p> <p>Social Emotional Skills; Their responsibilities within their family, use Solve-it-together with conflict to find a win-win outcome, how to get help if concerned about anything on social media / internet, empathise with people in other countries who may not have a fair job/ less fortunate and that they are connected to the global community, can identify similarities in children’s rights around the world, the similarities with their own wants and needs.</p> <p>Unit 2: (Age 8-9): Knowledge; Reasons why people feel jealousy and it can damage a relationships, loss and negative feelings are a normal in a relationships, that memories can support us when we lose a special person or animal, change is a part of relationships/friendships and sometimes it is better to end one if it is causing negative feelings/unsafe.</p> <p>Social Emotional Skills; • Feelings/ emotions that accompany jealousy / loss and positive self- management strategies , know people who are special to them and why,</p> | <p>Unit 1(Age7-8): Knowledge; Animals/humans change between concept and growing up, the female usually carries the baby, in humans a baby is carried in the womb (Uterus), babies need love and care from their parents/carers, the male and female body needs to change at puberty so as adults they can have babies, changes happen in/outside the body.</p> <p>Social Emotional Skills; Feelings and emotions about babies / puberty and worries, identify stereotypical family roles and challenge these ideas, identify changes they are looking forward to in the next year.</p> <p>Unit 2: (Age8-9): Knowledge; Personal characteristics are inherited from birth parents, babies are made by a sperm joining with an ovum, names of the different internal/external body parts needed to make a baby, female/male body change at puberty, that personal hygiene is important during puberty / adult, change is a normal part of life and that some cannot be controlled and have to be accepted.</p> <p>Social Emotional Skills; Their own uniqueness and of others, how they feel about puberty and having children when they are grown up, have strategies for managing the emotions relating to change.</p> |

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| | talk about someone they no longer see and ways to manage relationship changes including how to negotiate. | |
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| <p>RSHE</p> <p>Family: Learn the term LGBT. Learn all families are of equal worth and are protected under British law. Learn that there are protected characteristics for groups of people</p> <p>Caring: Learn how to recognise who to trust and not to trust. How to judge when a friendship is making them unhappy and uncomfortable (including online). They learn strategies to help them manage conflict. They learn when and who to seek advice from.</p> <p>Respectful: Learn about the importance of permission seeking and giving in relationships with friends and peers. Explore how their behaviour or that of others could be seen as bullying. Learn about what a stereotype is and how stereotypes fair, negative or destructive.</p> <p>Safe: Learn ways for asking for help for themselves and other and to keep trying until they are heard. Body belongs to them focus on peer pressure,</p> | <p>PSHE</p> <p>Wider Safety</p> <p>Children learn about gangs and county lines, domestic violence and how to keep safe. They learn the term FGM and what it means for girls in certain communities. Its harmful effects, it is illegal in the UK and what to do if they are worried for self of others.</p> <p>Economic Wellbeing</p> <p>Children learn about making decisions about money and the influences upon those decisions. They learn to debate whether money is best spent or saved, they learn about value versus cost, debt and loans. Keeping track of money and how banks help. Cash cards and credit cards and the importance of keeping personal information safe.</p> <p>Digital Media</p> |
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| <p>cohesion (inc digital). Learn can't keep secrets for themselves or others if it relates to safety. Learn about exploitive friendships, where to seek advice and other ways to get help</p> <p>Health: Learn about the risks associated with inactive life styles such as tooth decay and obesity. Learn about the characteristics of a poor diet, the link between healthy eating choices and active life style and impact on staying healthy. Learn basic first aid; dealing with common injuries, head injuries.</p> <p>Mental Health: Children learn to judge whether what they are feeling and behaving is appropriate or not. Explore the theme of what is meant by mental ill health and how it's important to ask for help about own or others. Explore what can help your mental health; how being a part of a community can help wellbeing; Friendships, groups, wider organisations; voluntary, national.</p> <p>Drugs/Medication: Learn about facts of legal and illegal substances; alcohol / smoking, recreational drugs. Learn about the facts from science relating to allergies, food intolerances immunisation and vaccination. Learn about personal hygiene linked to bacteria virus and germs, how they can spread and be treated.</p> <p>Online Safety: Learn how to critically consider their online friendships and sources of information including search engines, ranking selective targeting and an awareness of the risks associated with people they have never met. Talk about the term influencers and how they work online, positive and negative. Learn that the internet can be a negative place with online abuse, bullying harassment and this can have a negative impact on mental health. Talk about low mood and how some young people consider suicide – narrative Story of the 3 Walking Dads, who lost their daughter's</p> | <p>Learn how information is shared and used; The benefits and risks; Benefits of digital media; less expensive than printed version, launch and updated faster, more immediate, rapid sharing of information, can be interactive, reach is far more at pace. Risks of sharing information and imagery; loss of author control , and can spread quickly and far before information can be stopped, rumours begin without foundation can have extreme impact, always a footprint of sharing will never go away, Internet crime , security issues and long term effects on mental health.</p> |
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| <p>Changing Adolescent body-Sex Education: Children learn about puberty and what the physical and mental changes could mean to them. They learn changes will happen to girls and boys bodies during puberty and the importance of looking after physical and emotionally .They learn the names of the reproductive organs and the changes that will happen to their bodies and when to expect those changes. Explore Hormonal changes and how that can alter moods. Know that becoming a teenager involves various changes and also brings growing responsibility. Learn that being physically attracted to someone changes the nature of the relationship. Puberty material available for parents to view- reference RSHE and Science NA documents.</p> | |
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| <p>Citizenship</p> <p>Recognising choices, Right and Wrong</p> <p>Linking feelings of fairness with feeling and strategies of self- regulation and managing conflicts and resolving them; talking, listening help and advice from others, not resorting to violence. Learn about fairness in relation to judgement, parliament and the judicial system. Explore this through global themes what matter to different pressure groups, voluntary groups. Learn that perception and view point influence right and wrong.</p> <p>Taking part in debate</p> <p>Learn about what a debate is and that debate as a defined structure in order for it to be considered as a debate. Work as a team, write individual speeches before you come together, brainstorm,</p> | <p>Development of character</p> <p>Honesty</p> <p>Learn about honesty and role models for this and being models for others. Learn that being honest on how you are feeling helps your mental health and well -being. They learn about the concept of white lies; fudging the truth and personal feelings</p> <p>Humility</p> <p>Learn about positive feedback and advice that helps you improve behaviours and relationships. They learn strategies to support self-regulation when accepting feedback. They are learning that feedback comments are an opportunity to grow. They are learning conciliatory language and vocabulary to express feelings and to use to give constructive feedback. Learn about community cohesion; being a part of a group, you need to</p> | <p>British Values</p> <p>Democracy</p> <p>Learn about democracy and the rule of law. They discover different rules of parliament / government and the justice system. Pupils explore why we need laws and how they are made. They explore how they can participate in our democracy. Learn that democracy is not unique to Britain. Learn that democracy is precious thing and need to be valued. That having it helps with being fair and helps with equality. Children learn about voluntary groups, community groups and pressure groups that exist within a democratic society.</p> <p>Rule of law</p> <p>Learn about what happens when laws are broken. What does a sentence mean? Types of sentences Learn about aggravating and mitigating means.</p> |
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| <p>analyse the evidence, argue for both sides, prepare speeches, be confident. Learn about debating rules and vocabulary; logical illogical, the structure of firstly secondly, in addition etc.</p> <p>Belonging to different groups</p> <p>Learn about the wider meaning of community; specific community groups; neighbourhood watch groups etc., Local community/ international Community/ global community. Learn about rules and responsibilities of being in a community, the benefits disadvantages / stereotyping.</p> | <p>listen to ideas and be able to express gratitude and this helps to forge relationships.</p> <p>Resilience</p> <p>Children learn about resilience, persistence consistency. They learn strategies to maintain a positive attitude. They learn that there is no perfection and mistakes are how we all learn. They learn to celebrate their own and others achievements through deliberate recognition when others achieve more. They learn to explore feelings when faced with adversity and develop the confidence to express themselves, asking for help when they are struggling, in work and personal life. They learn that they may have unwanted challenges but it is about what you do to cope with them in order to thrive and flourish and strategies to cope.</p> <p>Responsibility</p> <p>Children learn about their wider responsibility to other's Community responsibilities and global responsibilities. They are learning about physically active life styles and responsibility to be healthy and fit. They are learning about what hard working is and developing a willingness to work hard. They are learning to take responsibility to do what they have agreed to do, to be consistent and dependable.</p> | <p>About fairness and justice how the Magna Carter helped shape the laws of today.</p> <p>Mutual respect</p> <p>Learn that all people are equal and should be valued as such. That difference is protected by British law. Understand that all groupings of people are protected under UK law</p> <p>Individual Liberty</p> <p>Learn about that Uk allows people to live in freedom with individual liberty. They learn that some countries do not allow one or all of the British values. They learn that individual's liberty needs to be within the boundaries of rules .They are able to talk about children's rights</p> |
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| <p>Spiritual</p> <p>Spiritual Development; Learn about self as a concept. They learn gradually to differentiate self from others to evaluate who self is, what self is like and what self ought to be in relation to given role models and expectations. They learn the importance of self-worth. They learn about what self-reflection is and its benefits; helping you consider challenges unresolved issues, and providing next steps to work through them. They learn that most things that are worth doing take effort and can be hard. They learn that often hard uncomfortable things push us and help us grow. They learn about asking for support can help them be the best version of themselves. They learn to make a positive difference in the world by contributing in community and voluntary causes and projects. They will learn a sense of pride in making the world a better place.</p> <p>Religious Instruction; that focus on self - sacrifice, submission and selflessness, as the child participates in various acts of kindness and</p> | <p>Moral</p> <p>Children are learning to decide on which values that will become a part of them and which values they will discard. They will experiment to see which one's fit. They will start to develop more abstract reasoning about moral values and are interested in what is good for society. Children are now viewing adults as advisory rather than an authority figure.</p> | <p>Social</p> <p>Children learning to develop a group consciousness, of the rules of their group. Children starting to learn about other group values that may be different from their families and other adults. They are learning to explore and examine rules to make sure they are fair and identify with peer groups. They will learn to do things that they have not attempted before.</p> | <p>Cultural</p> <p>Children explore culture through the sense of place and multi grouping membership .Children born in England, may be English but they could be born in Scotland or Wales. Children learn about British parliamentary democracy and how it has shaped our historical past. They are gaining an understanding of bias and how it works and are developing strategies of how to combat it, and a deeper understanding that differences is valued as equal worth and that it is protected under UK law.</p> |
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| <p>thoughtfulness towards others. Learn from participation in projects; feed, clothe, comfort others, life's lessons and empathy with the plight of others. They learn to appreciate the gift of life through care of plants and animals friends and adults.</p> | | | |
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Wider Curriculum - See UKS2 Personal Development Wider Curriculum Strategy

Careers - What is a CV and why do you have one; headlines, Personal statement, Work Experience. Education, Skills, Achievements, Interests. Year 6 pupils have a 'Exploring possibilities' meeting with their teacher before leaving school. Discussion; Thinking about what jobs and roles to pursue, understanding learning pathways and how to access and succeed in them, recognizing the relationship between learning, qualifications and work, building awareness about workplaces, workplace culture and expectations, analysing and preparing for recruitment and selection processes.

| THE JIGSAW SCHEME - UKS2 YEAR A | | |
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| Being Me in My world | Celebrating Difference | Dreams and Goals |

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| <p>Unit 1(Age 9-10):Knowledge; face new challenges positively, how to set personal goals, rights and responsibilities with being a citizen in the community /country, their behaviour can affect a group and the consequences of this, democracy and having a voice benefits the school community, how contribute towards the democratic process</p> <p>Social Emotional Skills; Hopes for the school year, empathy for those whose lives are different , their actions and the effect they have on themselves and others, work as part of a group, listening and contributing effectively ,help friends make positive choices , how to regulate my emotions.</p> <p>Unit 2(Age 10-11): Knowledge ; set goals, what fears and worries are, children’s universal rights (United Nations right of the Child), lives of children in other parts of the world, personal choices can affect others locally/globally, how democracy and having a voice benefits the school community how to contribute to the democratic process.</p> <p>Social Emotional Skills ; others feel welcomed /valued, compare their life with those less fortunate, empathy and understanding towards others and positive role model, be able to contribute towards a group task, effective group work, how to self- regulate.</p> | <p>Unit 1(Age 9-10):Knowledge; Know that cultural differences can be a source of conflict, what racism is and why it is unacceptable, that rumour spreading is a form of bullying on/offline , it can be direct/indirect, external forms of support for bullying e.g. Childline, how their life is different from the lives of children in the developing world.</p> <p>Social Emotional Skills; know their about their own and others culture and attitudes to faith in the class community, have strategies for managing their own feelings in bullying situations and encouraging children who use bullying behaviours to make other choices , to support children who are being bullied, appreciate happiness regardless of material wealth.</p> <p>Unit 2(Age 10-11): Knowledge Know there are different perceptions of ‘being normal’, being different could affect someone’s life, power can play a part in a bullying/conflict ,that people can hold power over others individually or in a group, some people choose to bully others , people with disabilities can lead amazing lives, difference can be a source of celebration as well as conflict</p> <p>Social Emotional Skills ; Empathise and appreciate difference in people and be self- aware of own feelings, recognise in a relationship when power is used negatively, Identify feelings of the bully, bullied and bystanders and being excluded, vocalise their thoughts and feelings about prejudice /discrimination and why it happens .</p> | <p>Unit 1(Age 9-10):Knowledge; Know they will need money to achieve some of their dreams, jobs that are carried out by people they know , different pay and what jobs they would like when older, people from different cultures may have different dreams , we can learn from other people in different cultures .</p> <p>Social Emotional Skills what they would like their life to be like when they are grown up, appreciate help from people in different jobs and opportunities learning and education can give them, appreciate the differences between themselves and someone from a different culture.</p> <p>Unit 2(Age 10-11): Knowledge; Know their own learning strengths and how to set realistic goals and steps to take, know how to work with other people to make the world a better place ,know what their classmates like and admire about them.</p> <p>Social Emotional Skills; why it is important to stretch the boundaries of their learning, recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances, empathise with people who are suffering or living in difficult situations, be able to give praise and compliments to other people when they recognise that person’s achievements.</p> |
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THE JIGSAW SCHEME - UKS2 YEAR B

Healthy Me

Relationships

Changing Me

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| <p>Unit 2(Age 9-10): Knowledge; know health risks of smoking , affects lungs/liver / , risks of misusing alcohol/antisocial behaviour, know basic emergency procedures / recovery position/ how to get help, know social media and celebrity culture promotes body types, the role food can play in people’s lives and eating problems related to body image, Know what makes a healthy lifestyle.</p> <p>Social Emotional Skills; make informed decisions about choose to smoke or drink when older , how to resist pressure , ways to keep calm in an emergency, be positive about own body image, accept and respect themselves for who they are.</p> <p>Unit 1(Age 10-11): Knowledge; • responsibility for their own health and choices that benefit health and well-being, know of drugs/uses and effect on bodies, especially their liver and heart, some people are exploited and made to do things against the law, why people join gangs and risk , know the meaning of being emotionally well and stress triggers.</p> <p>Social Emotional Skills; motivated to care for physical /emotional health, ways to use to avoid being pressured and stress management, people have different attitudes towards mental health / illness.</p> | <p>Unit 2(Age 9-10: Knowledge; a personality has many different characteristics, qualities and attributes, belonging to an online community has positive/negative consequences, rules for online community or social network, the rights and responsibilities when playing a game online, too much screen time isn’t healthy, how to stay safe when using technology to communicate with friends.</p> <p>Social Emotional Skills; to building self-esteem of themselves and others, identify and have strategies when an online community / social media group feels risky/uncomfortable/unsafe, how to report unsafe online / social network activity,</p> <p>Unit 1(Age 10-11): Knowledge; ways to take care of their own mental health, the stages of grief and there are different types of loss , people can try to gain power or control them, know some of the dangers of being ‘online’, how to use technology safely and positively to communicate with their friends and family.</p> <p>Social Emotional Skills; Problems with mental health is nothing to be ashamed and how to help themselves and others, recognise when they are feeling grief and how to manage it, ways they could stand up for themselves and their friends in situations where others are trying to gain power or control, resist pressure to do something online that might hurt themselves or others.</p> | <p>Unit 2(Age 9-10): Knowledge; perceptions can be right or wrong , girls/boys’ bodies change during puberty, look after themselves physically/ emotionally, that sexual intercourse can lead to conception, some people need help to conceive and might use IVF, being a teenager involves changes and more responsibilities.</p> <p>Social Emotional Skills; what they like about self-image/body-image and how to boost self-esteem of self /others , puberty is a natural that happens to everybody and it will be OK, feel about having children as an adult being a teenager, can talk if concerned about puberty or becoming a teenager/adult</p> <p>Unit 1(Age 10-11):Knowledge; girls’ and boys’ bodies change with puberty ,need to look after themselves physically/ emotionally, a baby develops from conception through nine months of pregnancy and how it is born, being physically attracted to someone changes the nature of the relationship,</p> <p>Social Emotional Skills; develop their own self-esteem, feel about the changes that will happen to them during puberty/ the development /birth of a baby, mutual respect is essential in a boyfriend / girlfriend relationship and must not feel pressured into actions they don’t want, prepare themselves emotionally for the transition to secondary school.</p> |
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